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ABSTRACT

This bibliography lists material that has appeared since 1968 on teacher education programs for native people. It is divided into the following two sections: (1) books and papers, and (2) articles and excerpts from books. Each listing contains the author, title, city of publication, publisher, number of pages, date of publication, and usually an abstract or annotation. Listed are journal articles with the volume number. Materials available through ERIC are designated by the ERIC ED or EJ number. (RC)

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TEACHER EDUCATION PROGRAMS FOR NATIVE PEOPLE

November 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TEACHER EDUCATION PROGRAMS FOR NATIVE PEOPLE

This bibliography lists material appearing on this topic during the last seven years. Also included are some reports on teacher aide training programs. In so far as possible the bibliography is annotated.

Sources consulted include the Bibliographie du Quebec (Bibliotheque Nationale), Canadiana (National Library), Canadian Education Index (CEA), the Cumulative Book Index (Wilson's), the Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), Resources in Education (ERIC), the Subject Guide to Books in Print (Bowker), and the Subject Guide to Canadian Books in Print (University of Toronto Press).

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A. BOOKS AND PAPERS

**1. Ammons, Madeline, and others (comp.). A Navajo Teacher Teacher-Aide Guide. Yuma: Arizona Western College, 1969. 28p. Available ERIC. ED 040 965.

This guide for teachers and teacher aides working with Navajo children is the product of a 3-week workshop for teachers and teacher aides given by the Bureau of Indian Affairs and Arizona Western College in June 1969. It outlines some of the basic differences between Navajo and Anglo culture and defines the liaison role that the bilingual teacher aide can play between these two cultures -- between the teachers and the schools on the one side and the parents and children on the other. It also lists the duties that an aide can perform, both inside and outside the classroom, and presents checklists for evaluation of the teacher aide by the teacher, and vice versa.

**2. Assessment of the Teacher Corps Program at Northern Arizona University and Participating Schools on the Navajo and Hopi Indian Reservations. Washington, D.C.: Comptroller General of the U.S., 1971. 41p. Available ERIC. ED 053 100.

Eleven of the schools in this Teacher Corps program are on the Navajo Reservation and one on the Hopi. Corps members provided individualized instruction and introduced several new teaching methods to make the instruction more relevant to the children's culture. These methods have now been adopted by the regular teaching staff. Corps members also participated in various education-related community activities, and devised and carried out a cultural exchange project with 25 Hawaiian children. Exposure to Indian members, who made up 42 percent of the Corps, gave the children incentive for their own schooling, and about three-quarters of the interns who had completed the program were hired as teachers in reservation schools. The program also broadened the university's teacher education program and fostered a more cooperative relationship among the various colleges in the university. The Arizona Department of Education plans to increase the dissemination of information on successful innovations used by the Corps, and the U.S. Office of Education plans to offer technical assistance through the Corps for evaluation and to cooperate with the department of education as soon as staff are available.

**3. Barnhardt, Ray. Being a Native and Becoming a Teacher in the Alaska Teacher Training Corps. Paper presented at annual meeting of American Anthropological Association, New Orleans, December 1973. 1973. 19p. Available ERIC, mf. only. ED 088 631.

The program known as the Alaska Rural Teacher Training Corps (ARTTC) was established in 1970 as a 4-year experimental program to train Native elementary school teachers for rural Alaskan native communities or for any school in the country where an Alaskan teaching certificate is acceptable. The beginning group included an even distribution of males and females ranging in age from 18 to 48 who are a mixture of 4 distinct native groups. As the program proceeded, it became apparent that it was not going to be simply a matter of applying the latest teacher training techniques. This paper explains the 3 basic questions explored in the program: (1) Why train natives to become teachers? (2) What is a native teacher? and (3) How do you train native teachers? Another area that was investigated is the curriculum: what students were doing, and what they were supposed to learn during their stay in the program. Finally, the paper discusses what participants in this experimental program learned. This evaluation and discussion of the above areas concludes that it is difficult to be a native and a teacher too. The program may not really be training "teachers" since the feedback from the participants was that they felt more like general practitioners than specialists. Also, literature in education, as well as anthropology, is often of limited use in the program.

4. Barnett, Don C. Principles and Issues Underlying the Indian Teacher Education Program at the University of Saskatchewan. Saskatoon: College of Education, University of Saskatchewan. 29p.

*5. Bridging the Gap: Recruiting Indian People for Careers in Education. Paper presented at 55th annual meeting of the Association of Teacher Educators, New Orleans, February 1975. Philadelphia: Recruitment Leadership and Training Institute, Temple University. January, 1974. 22p.

Describes three programs to recruit and train Native American paraprofessionals. The programs are: (1) The Rural Indian Education Program sponsored by the Cherokee Nation and the Tulsa Public School District; (2) The Teacher Aide Project sponsored by Oklahoma City University; and (3) The On-Site Pueblo Educational Personnel Training Program sponsored by the All-Indian Pueblo Council and the University of New Mexico.

**6. Chilcott, John H., and others (comp.). Handbook for Pima and Maricopa Indian Teacher Aides. Tuscon: University of Arizona, 1970. 20p. Available ERIC. ED 044 221.

The handbook is the result of an Indian Teacher Aide Training Program conducted in 1970 at several Indian schools in Arizona. Content of the document was derived from talks, discussions, projects, and lectures included in the training program. As noted, rather than using a university-program-centered approach,

a problem-centered approach was used by drawing from what teachers and Indian aides felt was important in their day-to-day classroom operations. Information contained in the document is specifically designed for use of the Pima Reservation. Questions are posed and answers provided regarding the role of the teacher aide in the classroom, duties thought to be appropriate for the aide, and the role of the aide as a school agent in the community. Cultural differences which are likely to create learning problems are discussed, and information is provided on discipline, health, and games.

**7. Christensen, Rosemary, and others. Native American Teacher Corps Conference. Position papers, volume 2. (Denver, Colorado, April 26-29, 1973). Billings: Eastern Montana College, 1973. 240p. Available ERIC. ED 078 994.

The second of 2 volumes of position papers presented at the first Native American Teacher Corps Conference (Denver, Colorado; April 26-29, 1973), is composed of 8 position papers. These include: Indian education: the rights of a people; education and politics; school as it relates to present and future societies; multi-cultural teacher education center at Rough Rock; the visual achievements of the 19th century Plains Indians; crisis in red and white; early childhood in Indian communities; and HEW and state responsibilities to Indian education.

*8. Clash of Cultures: The American Indian Student in Higher Education. A Report of the Institute on "The American Indian Student in Higher Education", St. Lawrence University, July 10-28, 1972. Canton, N.Y.: St. Lawrence University, 1972. 128p. Available ERIC. ED 085 147.

Included in this report are descriptions of Indian teacher training programs at the University of Georgia, at Rough Rock, and at the University of Arizona.

*9. Environics Research Group. Post-Secondary Educational Opportunity for the Ontario Indian Population. Toronto: Queen's Printer, 1971. 187p.

Includes discussion of the problems of training and recruiting native teachers in Canada and other countries (including Greenland, Norway, U.S.S.R., Australia and New Zealand).

**10. EPDA Indian Teacher Aide Institute. September 7, 1969 - May 29, 1970. Tempe: Arizona State University, 1970. 115p. Available ERIC. ED 044 201.

The institute was designed to prepare Indian personnel for assignments in schools having large numbers of Indian and handicapped children. The following were the specific objectives:

(1) improvement of, and change in, educational settings for Indian handicapped children in Federal, state, and private schools on reservations; (2) preparation of Indian paraprofessionals to assist special and regular classroom teachers in reservation schools; (3) increasing the participants' knowledge of educational needs of the handicapped and developing more positive attitudes toward the handicapped; (4) provision of course work in child growth and development, exceptional children, American Indian history and culture, state school organization and Indian education, and the preparation and use of instructional materials; and (5) provision of supervised practicum experiences in regular and special education settings providing observation and participation with children having a variety of handicapping conditions. Included in the document is information on operation of the program in terms of planning, participants, staff, orientation, institute components, cooperating agencies, and evaluation. The appendices provide a list of books, pamphlets, films, and community resources, as well as evaluation instruments, teacher-aide institute data, and various blank forms.

**11. An EPDA Project to Prepare Graduate Teachers and Undergraduate Indian Teacher Aides to Educate American Indian Children. A Proposal. Havre: Northern Montana College, 1969. 18p. Available ERIC. ED 032 279.

A project is proposed involving a 3-year coordinated program of 9-week summer institutes and school-year inservice training programs to prepare 15 graduate teachers and 15 undergraduate Indian teacher aides to perform highly specialized roles in the education of Indian children. Teachers and aides will be placed in teaching teams of at least three teachers and three aides each in elementary schools on the Rocky Boy's Indian Reservation and in the city of Havre. Teacher aide training will include (1) undergraduate preparation in communications, mathematics, history, and science; (2) training to prepare them to act as service aides; and (3) more advanced training to prepare them to serve as instructional aides. Graduate teacher preparation will include (1) methodology, including discovery learning; (2) preparation of curricular and instructional materials and use of media for individualizing instruction; (3) knowledge and understanding of Indian people and their culture; (4) insight into problems of learning disabilities; and (5) studies of sensitivity and human relations. Teachers successfully completing the program will receive the degree of Master of Science in Elementary Teacher Education with the specialty of teaching Indian children. Indian teacher aides will receive Service Aide and then Instructional Aide certificates and may apply the experience as one year's college credit in an undergraduate teacher education program.

**12. Gartner, Alan. Whale Hunting Is Different There -- A Report on the Alaska Rural Teacher Training Corps (ARTTC). COP (Career Opportunities Program) Bulletin 8. Anchorage: ARTTC and New York: City University of New York, Queens College, New Careers Training Lab, 1974. 17p. Available ERIC. ED 103 169.

The result of a week long visit to the ARTTC program, this report identifies program strengths and weaknesses. The basic premise behind this 4 year college program is identified as "belief that persons native to a community and trained in that community are best prepared to teach in it", since these students learn while they teach in 10 rural Native villages, though their course work is derived from Anchorage (University of Alaska and Alaska Methodist University). Evidence of the need for ARTTC is attributed to increasing demand for localization of Alaska's 4 entity educational system (the Alaska State Operated School System; the Bureau of Indian Affairs Schools; city schools; and borough schools) and demand for Native rather than white teachers, since traditionally there have been few trained Native teachers, the ARTTC program having only recently (1972) graduated 23 of its 54 participants. Weak and sometimes unrelated education courses, the distant professor (Anchorage), and communication and cost problems are cited as program weaknesses. Program strengths are identified as use of: a cross-cultural curriculum, a community based program, an external degree design built around a learning team, and a combination of Native and non-Native peoples working together in small learning groups based on the team leader role.

**13. Gillam, Marshall R. American Indians as Student Teachers. Paper prepared for the National Council for the Social Studies (San Francisco, November 1973). 1973. 22p. Available ERIC. ED 092 298.

The Indian Teacher Training Project in Secondary Social Science Education (University of Georgia) was funded by the Bureau of Indian Affairs for 2 years (August 1971-June 1973) to train American Indian students as social science educators to teach Indian students. These students, recruited from the Southeastern and Southwestern United States, transfered to the university to complete their junior and senior years. Maximum enrollment in the project was 16. In June and August of 1973, 11 students completed academic training and graduated; 3 failed to maintain the university's academic standard; 1 resigned for personal reasons; and 1 joined another Indian Teacher Training Project. The program was divided into: academic training, professional training, internship teaching, and community involvement. Training was done on the university campus, in two Indian schools and one public school system. This paper presents an overview of the program and some implications for its continuation. Principle questions considered relate to the degree of "Indianness" among the Indian student teachers, the differences

between Indian student teachers in Indian and non-Indian schools, and the advisability of developing or continuing special programs for Indians as prospective teachers of Indian children.

**14. Heywood, Stanley J., and others. Native American Teacher Corps Conference. Position papers, volume 1. (Denver, Colorado, April 26-29, 1973). Billings: Eastern Montana College, 1973. 193p. Available ERIC. ED 078 993.

The first of 3 volumes of position papers presented at the first Native American Teacher Corps Conference (Denver, Colorado; April 26-29, 1973) presents 8 position papers and 3 addresses. The content is: (1) addresses; (2) on Indian's education; (3) culture and education; (4) theoretical construct of the ideal school system for American Indians ... K-Life; (5) developing a Native American Studies Program; (6) Indian health professionals; (7) value conflicts as a cause for dropouts; (8) the role of communications in Indian life; and (9) Teacher Corps: a model for training teachers.

*15. Hunter, William A. Multicultural Education Through Competency-Based Teacher Education. Washington: American Association of Colleges for Teacher Education, 1974. 276p.

Includes a section by Fount Holland on a "Preservice and inservice model for training Indian teachers" and a chapter by Louise Miller on "A need for competency-based teacher education for native Americans".

**16. IMPACTE: Indian-Metis Project for Careers through Teacher Education. Winnipeg: Manitoba Department of Education. 9p. Available ERIC. ED 080 508.

The primary goal of the Indian-Metis Project for Careers through Teacher Education (IMPACTE) is to increase the number of certified teachers of native origin in Manitoba. The desire to obtain a teaching certificate and a mature student's university admission are the only requirements; high school graduation is not required. IMPACTE students are required to complete the same number of credit hours with the same grade point average as other candidates; however, a much greater emphasis is placed on classroom experience. It is the hope of this project that native teachers will give young native Indians in Manitoba a positive image of themselves as a minority group.

*17. Indian Control of Indian Education. Ottawa: National Indian Brotherhood, 1972. 38p.

Pages 18 to 20 outline the Brotherhood's policies regarding Indian teachers and paraprofessionals.

*18. Indian Students University Program Services. Second Evaluation Report 1973-74. Calgary: University of Calgary, 1974. 69p.

Provides information on the academic achievement and attrition rates in the program for training native Indian teachers. Includes suggestions for improving the program. Also includes a review of the literature on the problem of native student dropout.

**19. Jackson, Virginialee D. A Descriptive Study of Teacher Education Programs for Navajo Indian College Students. 1974. 30p. Available ERIC. ED 092 296.

The paper describes four alternative teacher training approaches offering Navajo Indian college students the opportunity to become certified classroom teachers within proximity of their homes and jobs on the reservation. Programs discussed include Navajo Tribal Teacher Education Program, Career Opportunities Program, Teacher Corps, and a representative regular college program offered by Northern Arizona University, Flagstaff. The purpose of the paper is to give prospective Navajo teachers insight into the ways and means of obtaining the education prerequisite to becoming fully certified elementary school teachers, hopefully encouraging an increased number of Navajos to enter the teaching profession and to remain on the reservation. Two of the approaches discussed are associated with nationwide, federally funded programs. An attempt is also made to describe the history and philosophy of the Career Opportunities Program and Teacher Corps.

**20. Julien, Daniel J., and Monsma, John W. Teaching Communication to Indian Educators. Flagstaff: Northern Arizona University. 1972. 30p. Available ERIC. ED 064 925.

A course on communication in the classroom was designed as part of a program to bring education courses, taught by regular university faculty, to Indian reservations, making it possible for an Indian student to continue working while taking courses and to complete his degree in five years. This paper describes the objectives and philosophy of the communication course, the criteria used for student evaluations and the procedures used for teaching the course. Specific objectives for each class are outlined; they include generating an atmosphere of informality, demonstrating that communication is a team process, and explicit instruction in using teaching techniques and aids. Examples of classroom activities for each of the sessions are detailed: human bingo, communication cycle, small group interaction, team building, questioning strategy, central idea and audience analysis, listening, informative speaking, discussion, nonverbal communication, visual aids, library and oral interpretation, persuasion, interviewing, and microteaching. The

procedure of each activity, what processes students went through and learned about, and an evaluation of the activity are provided. A final section discusses the results of the course and concludes that it is a successful way to teach classroom communication to Indians.

*21. Koenig, Del M. Northern People and Higher Education: Realities and Possibilities. Phase 2 of The University of the Canadian North. Ottawa: Association of Universities and Colleges of Canada, 1975.

An extensive analysis of university programs serving the needs of the Canadian north. Includes an analysis of student attitudes. Contains a series of recommendations.

*22. Kupsch, Walter O. (ed.), and Caillol, M. (comp.). The University and the Canadian North. Ottawa: Association of Universities and Colleges of Canada, 1973. 300p.

Provides an inventory of programs related to the north offered at thirty Canadian universities. Includes descriptions of teacher education programs for native peoples.

**23. Locke, Patricia. A Survey of College and University Programs for American Indians. Boulder, Colorado: Western Interstate Commission for Higher Education, 1973. 159p. Available ERIC. ED 085 159.

The publication contains information derived from a December '72-January '73 survey of institutions of higher education. Of 262 schools receiving questionnaires, 170 responded. Responses are compiled without editing or revision. They indicated the number of schools offering programs of special interest to American Indian students and Indian affairs programs which may be open to non-Indian students as well. They also indicate the number of programs offered on the reservations or in Indian communities. The raw survey responses are given alphabetically by state, with the following exceptions: Connecticut, Massachusetts, New Hampshire, and Washington, D.C., were placed together under the heading "New England"; and Texas, Nevada, and Georgia also appear together. The survey is to be used by those planning programs involving American Indian administrators, faculty, and students. It is hoped that the data recorded here will encourage communication and exchange of curricula and program designs among schools.

*24. MacLean, Hope. A Review of Indian Education in North America. Toronto: Ontario Teachers' Federation, 1972. 150p. (Revised edition published in 1973).

Includes some discussion of teacher training programs for native teachers and teacher aides.

*25. Native Education in the Province of Alberta. Report of the Task Force on Intercultural Education. Submitted to Hon. L.D. Hyndman, Minister of Education, Government of Alberta, June, 1972. 170p.

Includes a section (pages 149-157) on programs to train native teachers and teacher aides.

**26. Richburg, James R., and M.J. Rice. Accountability in Minority Teacher Training: The University of Georgia Indian Teacher Training Program. Paper presented at Annual Meeting, National Council for the Social Studies, Boston, November 21, 1972. 24p. Available ERIC. ED 076 466.

This paper describes the conceptualization and operation of a modular organized-accountability teacher training program for fourteen American Indian teacher-trainees. Indian Teacher Training Program (ITTP) graduates will be prepared to teach secondary social studies in Indian schools as well as other schools. Hopefully, these teachers will be able to utilize the local communities as a data source for social studies instruction. The program is characterized by careful specification of learning outcomes emphasizing both subject matter and teaching strategy competencies, intensive internship supervision, and, accountability for the academic program, the professional training, and the internship to the sponsoring agency. Special problems dealt with include teacher trainee performance, operationalization of the training program, and program support. Implications of this program for other teacher programs call for more intensive support and supervision of teacher trainees, a careful specification of objectives, and provisions for the application of skills learned in the training program. A major implication is that social studies educators can develop and implement accountability models. The ITTP has provided an opportunity for trainees and staff to engage in a meaningful program in bi-cultural education.

**27. Simon, Roger I. (comp.) and others. IMPACTE: A Descriptive Report and Evaluation of the First 18 Months. Ottawa: Department of Indian Affairs and Northern Development, 1973. 75p. Available ERIC. ED 097 145.

The IMPACTE Project (Indian and Metis Project for Careers Through Teacher Education), initiated in August 1971, aimed to: (1) train Native teachers within the framework of the regular certification program at the Faculty of Education, Brandon University (Manitoba, Canada) and (2) provide a new "career ladder" for Indian and Metis people. Of the 53 treaty and non-treaty Native students who entered the program in 1971, 32 percent dropped out the first year. Of prime importance was the fact that IMPACTE had shown an ability to

identify and cope with its own problems; therefore, continued funding and support for IMPACTE was well justified. This first evaluative report concentrates on descriptive diagnostic information about internal operations which provided the administration with feedback about positive and negative features of the program's first year. Given in the report's three sections are: a description of program objectives, assumptions, and organizational structure; a report of an independent evaluation of the first year; and a description of program changes in the second year which have attempted to solve some of the problems raised by the evaluation. The appendixes consist of student profiles, bar graphs to highlight or supplement information contained in the profiles, and comments from teachers and principals.

**28. Spolsky, Bernard (ed.). Advances in Navajo Bilingual Education 1969-72. Navajo Reading Study Progress Report No. 20. Albuquerque: University of New Mexico, 1972. 65p. Available ERIC. ED 069 461.

Advances in Navajo Bilingual Education are described in this progress report, in which bilingual education is presented as an element in aiding the community to be involved in and to control the Navajo education system. Also, the reports of 3 meetings concerning Navajo education are included. The report of a Navajo bilingual-bicultural materials conference contains curriculum ideas for persons involved with Navajo language teaching. A proposal for a Navajo Bilingual Education Program forms a major part of the report of a meeting of students and faculty held at the University of New Mexico (UNM) to discuss Navajo Bilingual Teacher Education. The report of the third meeting, also held at UNM, discusses the training of Navajo bilingual teachers. Lists of participants in the meetings and a "Supplement to the Analytical Bibliography of Navajo Reading Materials" are also presented.

**29. Steere, Caryl, and others. Indian Teacher Aide Handbook. Tempe: College of Education, Arizona State University, 1965. 160p. Available ERIC. ED 024 488.

Although this syllabus is one result of an eight-week program designed to train Indian aides for work on reservations, it is also written to be used by all persons who will serve as educational aides or sub-professionals. Materials are presented to provide the aide with an understanding of child development all facets of the curriculum, Indian cultural heritage, and community relationships. The concluding section is a compilation of ideas, tasks, and processes related to audiovisual education and communication in the classroom.

**30. Teacher-Aide Guide for Navajo Area. Bloomfield, New Mexico: Dzilth-Na-O-Dith-Hle Boarding School, 1970. 219p. Available ERIC. ED 049 844.

Results of a 1970 teacher and Navajo aide workshop, sponsored by the Navajo Area Division of Education, are compiled in this guide developed particularly for use by those who work with Indian students. Workshop curriculum content and objectives are provided, as well as a section on role identification for teacher/aide teams; checklists concerning self-evaluation for teachers and aides; discussion on effectiveness of teacher and aide in terms of such factors as rapport, liaison, and culture; information on development of a constructive self-image in children; fingerplays, songs, and games for teaching English as a second language (ESL); use and development of arts and crafts; recommended games and activities; 4 original stories rewritten to teach reading using ESL structures without context; and a child's cookbook for vegetables, fruits, and sweet foods. In addition, participant evaluation of workshop activities is presented in tabular form.

B. ARTICLES AND EXCERPTS FROM BOOKS

*1. Anderson, John. The new school and Indian communities. Northian 8:28-31 Spr'71.

Describes a North Dakota program for Indian men and women, employed as teacher aides in Indian communities, to attain teacher certification.

*2. Arnett, J. Unique teacher-training program opens new avenues in Indian education. UBC Reports 20:4 Oct 30'74.

Outlines the new program and records interviews with teachers and students.

*3. Barnett, Don C. The emergence of new concepts for teacher-education field experience. Interchange 6,1:44-48 1975.

Describes the concepts of early commitment, decentralization, community experience and teacher-aide transition, with particular emphasis on the impact of Indian teacher-training programs on the development of these concepts.

*4. _____. Preliminary findings in the Indian teacher education program at the University of Saskatchewan. Sask J Educ Res Dev 5:no 1:27-35 Fall'74.

This article reviews several aspects of the program, including academic performance of the students, attrition rate, changes in attitudes and the effectiveness of the special orientation program and the student teaching arrangements. The author suggests that the ITEP program may be too oriented toward people from urban settings.

*5. Barnett, D.C., and M. Aldous. Ten principles underlying a teacher education program for native people. Northian 9:36-38 Spr'73.

Presented are ten principles for a teacher education program designed to train Indians and Metis at the University of Saskatchewan, Saskatoon.

*6. Bhattacharya, N.C. Education in the Northwest Territories. Alta J Educ Res 19:242-254 Sept'73.

The author reviews three major documents on education published by the Territorial Government and points out some basic issues which require closer examination. Discusses the role of classroom assistants and the need for more northern trained native teachers.

*7. Brintnell, L. Territorial classroom assistants. Mon Morn 6:14-17 S'71.

Describes the training and duties of Eskimo classroom assistants. Included among their duties is the teaching of the new orthography for written Eskimo.

*8. Crowhurst, D. Indian and Metis teacher education flourishes at Brandon. Sch Prog 41:26-7 My'72.

Describes various features of the IMPACTE program at Brandon University.

*9. Deines, J. Winnipeg Center Project: teacher education for inner-city people. Interchange 4:no 2/3:[106]-10 '73.

Describes a Brandon University program designed to enable low-income inner-city residents to become teachers. Participants include native people and recent immigrants.

*10. Devitt, W.G. Breakthrough in northern education. Casagram 3:no 1:1 Mr'73.

The "breakthrough" was recognition, late in 1972, of Eskimo and Indian classroom assistants in the Northwest Territories as full-fledged territorial civil servants, rather than "casuals", as formerly.

11. Dozier, Edward P. The teacher and the Indian student. Freedomways 9:328-333 F'69.

*12. Dyer, A.J. So it was off to Alaska. Northian 8, 2, 14-17, 1971.

Describes a field trip to enable students and staff of the Northwest Territories teacher training program to meet teachers and students involved with the Alaska Teacher Training Corps.

*13. 82 native studies graduates from Hamilton OTEC. Dimensions 9:3 Nov'75.

Briefly describes summer program to train students of native descent as elementary teachers.

14. Faas, Larry A. A career development program for Indian teachers. J Am Indian Educ 11:13-14 Jan'72.

Deals with the career ladder approach involving associate degrees for teacher aides.

15. Fadden, John, and Louis Mofsie. Student reactions to Indian teachers of non-Indian children. Soc Educ 36:507-511 My'72.

*16. Friesen, John W. The preparation of teachers for native students, pp. 56-64 in Canadian Native Schools in Transition, CSSE Yearbook, Volume 1. Edmonton: Canadian Society for the Study of Education, 1974. 64p.

Suggests that the variety of programs appearing in Canadian universities represent permutations of responses to similarly perceived and identified issues. These issues include specificity, program autonomy, clientele, relationship to native groups, relationship to native studies, relationship to other programs, government involvement and locale. The author suggests that universities must, in these programs, face the dilemma of being financially accountable to one sector of society and morally accountable to another.

17. Girard, Ghislaine. Training of native teachers in Quebec, in Darnell, Frank (ed.) Education in the North: Selected Papers of the International Conference on Cross-Cultural Education in the Circumpolar Nations and Related Articles. (Montreal, Aug. 18-21, 1969). Montreal: Arctic Institute of North America, 1972. 370p. Available ERIC, mf. only. ED 092 272.

In 1962, following the discovery of valuable natural resources in Northern Quebec, the Government of Quebec decided to commit itself to Eskimo and Indian affairs in the area, preparing these people who were already physiologically and psychologically adapted to the territory so that they could play a personal role in its development. An educational training program was established for the entire population, both young and adult, with the eventual goal of preparing Native teachers to manage their own schools. All subjects in the program's first cycle (grades K-2) were taught in the Native language since it was felt that an early emphasis on the mother tongue would enable the students to succeed to new concepts and forms of expression, even those not in a familiar milieu, more easily than they would using French or English. Subjects were changed to a

second language in the higher grades. Initially, teaching assistants were chosen locally, serving a 3 year classroom apprenticeship under the southern teachers, after which they were given the opportunity to improve their personal education. Answers must still be found, however, for the problems that arose from the confrontation of 2 radically different ethnic groups. Even if Eskimo is the language of instruction, the program itself belongs to an alien culture. It was not surprising, therefore, that the Eskimo adults, including the teacher aides, did not feel that the school was an integral part of their community.

18. Haslam. S. Teacher aide program. Pp. 48-52 in Canadian Association for Indian and Eskimo Education. Proceedings of the 7th Annual Conference, May 1969. Ottawa: CAIEE, 1969. 135p.

*19. How a special two-year summer program helps to increase the supply of Indian teachers. Learn Res 2:13-14 N'74.

Describes the program offered at Hamilton Teachers' College in Ontario. Ninety-six Indian students enrolled in the first summer of the course in 1974.

*20. Indian education program may expand. (reprint). Northian 9:39 Spr'73.

Announcement by Saskatchewan Minister of Education that the Indian teacher education program at the University of Saskatchewan may be expanded.

*21. Indian Teacher Education Program (College of Education, University of Saskatchewan, Saskatoon). Northian Newsletter No. 35-36:4-5 Mr/Ap'73.

Describes the origin and organization of the program.

*22. Joint training of teachers and teacher aides. Curric Bul (Man.) 3:8 O'68.

Describes a three-week course on intercultural education sponsored by the federal Department of Indian Affairs and held at the University of Manitoba.

23. Kaltsounis, Theodore. The Indian teacher education program at the University of Washington. College of Education Record (University of Washington) 37:68-70 My'71.

*24. _____. The need to Indianize Indian schools. Phi Delta Kappan 53:291-293 Jan'72.

To Indianize schools, it is necessary to fill them with qualified Indian teachers, then place Indian administrators in charge.

*25. Kirkness, V.J. Teacher aide training program. Northian 7:6-7 Winter'71.

Describes an intensive two-week training program, held at Pelican Rapids, for teacher aides in Frontier School Division, Manitoba. The program included methodologies in teaching basic subjects in the primary grades.

*26. Kleinfeld, Judith. Effective teachers of Eskimo and Indian students. School Review 83:301-4 Feb'75. EJ 113 652.

Author described the problems of Alaskan natives who confront the "equal and alike" classroom teacher and who fail to learn. As well, she considered four different types of teachers in the classrooms of Alaska and how only one successfully taught her native students.

27. Koenig, Del M. Tilting at the windmills of intercultural education in the North, in Berry, Franklin (ed.). The Collected Papers of the Northern Cross-Cultural Education Symposium. Fairbanks: University of Alaska, 1974. 285p. Available ERIC. ED 094 917.

Efforts of Native organizations, coordinated through the National Indian Brotherhood, resulted early in 1973 in acceptance by the Canadian Department of Indian Affairs of the policy paper, "Indian Control of Indian Education", which legally gives Indian, Metis, and Inuit people control over their own schools. The paper explains the environmental, economic, language, family, value, and teacher differences that make northern education unique from that of the majority culture of southern Canada. In Saskatchewan, programs concerned with intercultural education are an important component at the university level. The University of Saskatchewan, in cooperation with the Federation of Saskatchewan Indians and government agencies, is involved in study and training areas for Indian, Metis, and Inuit students. The Indian and Northern Education program within the College of Education at the university is the oldest and largest of the special intercultural programs. Related programs include the Indian Teacher Education Program, Indian and Northern Curriculum Resources Center, and the Indian and Northern Curriculum Materials Project. General suggestions for the future particularly emphasize the need for solid research on the effectiveness of established programs before designing additional northern educational programs.

*28. Lewis, B. Teacher education program (excerpts). Chesterfield Inlet, Sept-Dec 1973. Arcturus 3:10-18 My'74.

Describes in-service courses in teaching arithmetic and reading provided for bilingual teachers (Eskimo).

29. Macpherson, N. Recent developments in teacher training programs in intercultural education. Pp. 39-47 in Canadian Association for Indian and Eskimo Education. Proceedings of the 7th Annual Conference, May 1969. Ottawa: CAIEE, 1969. 135p.

30. McPherson, Norm. Towards a cross-cultural program in the N.W.T., in Berry, Franklin (ed.). The Collected Papers of the Northern Cross-Cultural Education Symposium. Fairbanks: University of Alaska, 1974. 285p. Available ERIC. ED 094 917.

Indian education programs in Canadian Northwest Territories (NWT) are based on the philosophy of communication, local involvement, relevancy. To implement these, the NWT Education Department has developed made-in-the-NWT curriculum handbooks -- A Curriculum Guide for K-6 and Learning in the Middle Years. In the NWT's 62 schools, there are over 100 native classroom assistants who not only help to bridge the gap between home and school, but who also have helped implement the Native language program in the first 3 years of school. For the past 4 years, NWT has sponsored a teacher training program for Native northerners. For local involvement and cultural inclusion, nearly every NWT has an advisory committee made up of local people. At Rae-Edzo, an all Indian school of some 300 pupils, the entire operation of the school has been turned over to the Rae-Edzo School Society, whose members are elected by the community. Largely at the insistence of local advisory boards, there are now 2 school years in the NWT. In most of the larger settlements, school is in session from early September until the end of June, while in the predominantly Eskimo and Indian settlements, school commences in mid-August and finishes in May so that families may go out to the fishing and sealing camps. The NWT also has programs in the Eskimo language, dental therapy, adult education, vocational training, and higher education.

*31. Moodie, L. Rationale for use of native teachers. Arcturus 3:10-17 Ja'74.

Outlines the relationship between language and culture and suggests that only native teachers (even if they are not graduates) can be really effective as teachers of native children in the lower grades. Includes description of the Quebec schools for Inuit children developed in the early 1960's.

32. National Indian Education. Education Association Conference (6th, Phoenix, Arizona, November 11-14, 1974). Indian Educ Vol 5, No. 1 Jan'75. Available ERIC. ED 103 138.

Excerpts from the discussions and presentations of the National Indian Education Association's 6th annual conference held in November 1974 are reprinted in this issue of "Indian Education".

A subject index and instructions on how to obtain tape recordings of the speeches and workshop proceedings are included. Topic titles are: (1) "Tribal Control: The Bureau of Indian Affair's (BIA) Plan"; "Federal Education Legislation: Recently Passed and to Come"; "Title IV: Indian Education Act"; "Federal Programs"; "Financial Aids" (workshop); "Coalition of Indian Controlled School Boards"; "Community Schools: Concepts and Facts" (a plea for American Indian involvement in community education); "Child Development Consortium" (discussion of six teacher competency requirements); "Bilingual Education" (workshop on the responsibility of Indian peoples to preserve their languages); "Overviews: Past and Present" (Indian health care and education); "David Grant: Shaping People Up" (self-actualization); "Urban Indian Education"; "Navajo Education"; "Education Professions Development Act" (discussion of the role of institutions of learning in Indian teacher training); "National Advisory Council on Indian Education"; "Hopi Education"; and "Resolutions" (passed by the General Assembly).

*33. Pioneer program for training Indians. New Dimensions 6:6 S'71.

Describes a three-summer program at the College of Education, University of Toronto, for training Indian and Eskimo students to become paraprofessional "social counsellors", working in native schools.

34. Plater, L.J. Indian teacher aide training -- Lillooet program. J of Supervisors of Instruction 2:13-17 Je'73.

*35. Project Impacte. Curric Bul (Man) 6:8 Oct'71.

Describes the beginning of Project Impacte, an off-campus teacher education program for Indian and Metis students, at Brandon University.

36. Purvis, N.M. Northwest Territories teacher education program. Elements 3:[4-5] Mr'72.

*37. Taking the University to the reserve. Northian News 40:4-6 My-Je'74.

Describes the Stoney Indian Teacher Education Program of the University of Calgary.

*38. Thompson, Thomas A. American Indian teacher training: the teacher corps model. J Teach Ed 26:123-124 S'75.

Describes briefly the Indian Teacher Corps programs at the universities of Alaska, Northern Arizona, North Dakota and at Black Hills State College and Eastern Montana College.

*39. UBC trains Indian teachers in community-based program. Ed BC 3:(3) S'74.

Describes a program which will include two years of off-campus training, followed by completion of studies at the university. Objective of the program is to train teachers who will be certified to teach in any school in B.C.

*40. Upgrading of teacher aides. Curric Bul (Man) 6:8 Oct'71.

Describes the beginning of a five-year program at Brandon University through which teacher aides may work toward eventual certification.

41. Wallace, Judi L., and David Binau. Teacher education in southeast Alaska. Community and Junior College J 43:28-29 Oct'72.

A program sponsored by Sheldon Jackson College (Alaska) educates and trains native Alaskans to work in the classrooms of their village schools as teacher aides or full-time staff.

*42. What's happening in teacher education? Man Teach 52:7-8 Je'74.

Includes brief descriptions of programs for native people at Brandon University, Manitoba.

*43. What's happening in teacher education? Man Teach 53:4 F'75.

Includes descriptions of programs for native people at Brandon University, Manitoba.

44. Wyatt, J. Native teacher-training programs. J of Supervisors of Instruction 3:22-7 Je'74.

BIBLIOGRAPHIES IN EDUCATION SERIES

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
1	June 1969	Pre-Service Teacher Education in Canada ED 034 726	(o/p)	Oct. 1971
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6	Jan. 1970	Reporting to Parents	(o/p)	
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38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

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42	March 1974	Supervision		
43	April 1974	Elementary Education		
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